

ANNUAL EDITIONS

Child Growth and Development

06/07



Child Growth and Development

06/07

Thirteenth Edition

EDITOR

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California State University, Fullerton

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3. Social and Emotional Development

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4. Parenting and Family Issues

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5. Cultural and Societal Influences

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Thirteenth Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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Preface

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

We are delighted to welcome you to this thirteenth volume of *Annual Editions: Child Growth and Development 06/07*. The amazing sequence of events of prenatal development that lead to the birth of a baby is an awe-inspiring process. Perhaps more intriguing is the question of what the future may hold for this newly arrived baby. For instance, will this child become a doctor, a lawyer, an artist, a beggar, or a thief? Although philosophers and prominent thinkers such as Charles Darwin and Sigmund Freud have long speculated about the importance of infancy on subsequent development, not until the 1960s did the scientific study of infants and young children flourish. Since then, research and theory in infancy and childhood have exploded, resulting in a wealth of new knowledge about child development.

Past accounts of infants and young children as passive, homogeneous organisms have been replaced with investigations aimed at studying infants and young children at a "microlevel" as active individuals with many in-born competencies, who are capable of shaping their own environment, as well as at a "macrolevel" by considering the larger context surrounding the child. In short, children are not "blank slates," and development does not take place in a vacuum; children arrive with many skills and grow up in a complex web of social, historical, political, economic, and cultural spheres.

As was the case for previous editions, we hope to achieve at least four major goals with this volume. First, we hope to present you with the latest research and thinking to help you better appreciate the complex interactions that characterize human development in infancy and childhood. Second, in light of the feedback we received on previous editions, we have placed greater emphasis on important contemporary issues and challenges, exploring topics such as understanding development in the context of current societal and cultural influences. Third, attention is given to articles that also discuss effective, practical applications. Finally, we hope that this anthology will serve as a catalyst to help students become more effective future professionals and parents.

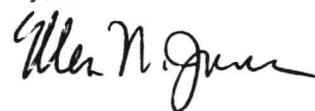
To achieve these objectives, we carefully selected articles from a variety of sources, including scholarly research journals and texts as well as semi-professional journals and popular publications. Every selection was scrutinized for readability, interest level, relevance, and currentness. In addition, we listened to the valuable input and advice from members of our advisory board, consisting of faculty from a range of institutions of higher education, including commu-

nity and liberal arts colleges as well as research and teaching universities. We are most grateful to the advisory board as well as to the excellent editorial staff of McGraw-Hill Contemporary Learning Series.

Annual Editions: Child Growth and Development 06/07 is organized into five major units. Unit 1 focuses on conception, prenatal development, and childbirth. Unit 2 presents information regarding developments in cognition, language, learning, and school. Unit 3 focuses on social and emotional development, while unit 4 is devoted to parenting and family issues such as parenting and the roles of mothers and fathers, sibling interactions, and discipline. Finally, unit 5 focuses on larger cultural and societal influences (e.g., media and marketing, the effects of affluence on development, and fathering in other cultures) and on special challenges (such as child abuse, ADHD, treatment of emotional and mental disorders in children, autism, and abhorrent conditions for children living in very poor nations).

Instructors for large lecture courses may wish to adopt this anthology as a supplement to a basic text, whereas instructors for smaller sections might also find the readings effective for promoting student presentations or for stimulating discussions and applications. Whatever format is utilized, it is our hope that the instructor and the students will find the readings interesting, illuminating, and provocative.

As the title indicates, *Annual Editions: Child Growth and Development* is by definition a volume that undergoes continual review and revision. Thus, we welcome and encourage your comments and suggestions for future editions of this volume. Simply fill out and return the *article rating form* found at the end of this book. Best wishes, and we look forward to hearing from you!



Ellen N. Junn
Editor



Chris J. Boyatzis

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the student online support site at <http://www.mhcls.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

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- 6. Gender Bender
- 13. Friendship Quality and Social Development
- 24. Why Our Kids Are Out of Control

Attachment

- 13. Friendship Quality and Social Development
- 20. Contemporary Research on Parenting: The Case for Nature *and* Nurture

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- 4. Crib Death: A Biobehavioral Phenomenon?
- 37. Savior Parents

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- 35. Children of the Fallen

Internet References

The following internet sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our student online support site at <http://www.mhcls.com/online/>.

AE: Child Growth and Development 06/07

The following sites were available at the time of publication. Visit our Web site—we update our student online support site regularly to reflect any changes.

General Sources

American Academy of Pediatrics

<http://www.aap.org>

This organization provides data for optimal physical, mental, and social health for all children.

CYFERNet

<http://www.cyfernet.mes.umn.edu>

The Children, Youth, and Families Education Research Network is sponsored by the Cooperative Extension Service and USDA's Cooperative State Research Education and Extension Service. This site provides practical research-based information in areas including health, child care, family strengths, science, and technology.

KidsHealth

<http://kidshealth.org>

This site was developed to help parents find reliable children's health information. Enter the Parents site to find such topics as: General Health, Nutrition and Fitness, First Aid and Safety, Growth and Development, Positive Parenting, and more.

National Institute of Child Health and Human Development

<http://www.nichd.nih.gov>

The NICHD conducts and supports research on the reproductive, neurobiological, developmental, and behavioral processes that determine and maintain the health of children, adults, families, and populations.

UNIT 1: Conception to Birth

Babyworld

<http://www.babyworld.com>

Extensive information on caring for infants can be found at this site. There are also links to numerous other related sites.

Children's Nutrition Research Center (CNRC)

<http://www.bcm.tmc.edu/cnrc/>

CNRC, one of six USDA/ARS (Agricultural Research Service) facilities, is dedicated to defining the nutrient needs of healthy children, from conception through adolescence, and pregnant and nursing mothers. The *Nutrition and Your Child* newsletter is of general interest and can be accessed from this site.

Zero to Three: National Center for Infants, Toddlers, and Families

<http://www.zerotothree.org>

This national organization is dedicated solely to infants, toddlers, and their families. It is headed by recognized experts in the field and provides technical assistance to communities, states, and the federal government. The site provides information that the organization gathers and disseminates through its publications.

UNIT 2: Cognition, Language, and Learning

Educational Resources Information Center (ERIC)

<http://www.ed.gov/about/pubs/intro/pubdb.html>

This Web site is sponsored by the U.S. Department of Education and will lead to numerous documents related to elementary and early childhood education, as well as other curriculum topics and issues.

I Am Your Child

<http://iamyourchild.org>

Information regarding early childhood development is provided on this site. Resources for parents and caregivers are available.

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org>

The National Association for the Education of Young Children provides a useful link from its home page to a site that provides resources for "Parents."

Project Zero

<http://pzweb.harvard.edu>

Harvard Project Zero, a research group at the Harvard Graduate School of Education, has investigated the development of learning processes in children and adults for 30 years. Today, Project Zero is building on this research to help create communities of reflective, independent learners, to enhance deep understanding within disciplines, and to promote critical and creative thinking. Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts and other disciplines for individuals and institutions.

Vandergrift's Children's Literature Page

<http://www.scils.rutgers.edu/special/kay/sharelit.html>

This site provides information about children's literature and links to a variety of resources related to literacy for children.

UNIT 3: Social and Emotional Development

Max Planck Institute for Psychological Research

http://www.mpg.de/english/institutesProjectsFacilities/instituteChoice/psychologische_forschung/

Results from several behavioral and cognitive development research projects are available on this site.

National Child Care Information Center (NCCIC)

<http://www.nccic.org>

Information about a variety of topics related to child care and development is available on this site. Links to the *Child Care Bulletin*, which can be read online, and to the ERIC database of online and library-based resources are available.

Serendip

<http://serendip.brynmawr.edu/serendip/>

Organized into five subject areas (brain and behavior, complex systems, genes and behavior, science and culture, and science education), Serendip contains interactive exhibits, articles, links to other resources, and a forum area for comments and discussion.

UNIT 4: Parenting and Family Issues

Facts for Families

<http://www.aacap.org/publications/factsfam/index.htm>

The American Academy of Child and Adolescent Psychiatry here provides concise, up-to-date information on issues that affect teenagers and their families. Fact sheets include issues concerning teenagers, such as coping with life, sad feelings, inability to sleep, getting involved with drugs, or not getting along with family and friends.

The National Association for Child Development

<http://www.nacd.org>

This international organization is dedicated to helping children and adults reach their full potential. Its home page presents links to various programs, research, and resources in topics related to the family and society.

National Council on Family Relations

<http://www.ncfr.com>

This NCFR home page will lead you to articles, research, and a lot of other resources on important issues in family relations, such as stepfamilies, couples, and divorce.

Parenting and Families

<http://www.cyfc.umn.edu>

The University of Minnesota's Children, Youth, and Family Consortium site will lead you to many organizations and other resources related to divorce, single parenting, and step-families, as well as information about other topics of interest in the study of children's development and the family.

Parentsplace.com: Single Parenting

<http://www.parentsplace.com/family/archive/0,10693,239458,00.html>

This resource focuses on issues concerning single parents and their children. Although the articles range from parenting children from infancy through adolescence, most of the articles deal with middle childhood.

Stepfamily Association of America

<http://www.stepfam.org>

This Web site is dedicated to educating and supporting stepfamilies and to creating a positive family image.

UNIT 5: Cultural and Societal Influences

Association to Benefit Children (ABC)

<http://www.a-b-c.org>

ABC presents a network of programs that includes child advocacy, education for disabled children, care for HIV-positive children, employment, housing, foster care, and day care.

Children Now

<http://www.childrennow.org>

Children Now uses research and mass communications to make the well-being of children a top priority across the nation. Current articles include information on the influence of media on children, working families, and health.

Council for Exceptional Children

<http://www.cec.sped.org>

This is the home page for the Council for Exceptional Children, a large professional organization that is dedicated to improving education for children with exceptionalities, students with disabilities, and/or the gifted child. It leads to the ERIC Clearinghouse on disabilities and gifted education and the National Clearinghouse for Professions in Special Education.

Prevent Child Abuse America

<http://www.preventchildabuse.org>

Dedicated to their child abuse prevention efforts, PCAA's site provides fact sheets and reports that include statistics, a public opinion poll, a 50-state survey, and other resource materials.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.mhcls.com/annualeditions/>.

UNIT 1

Conception to Birth

Unit Selections

1. **Brave New Babies**, Claudia Kalb
2. **Inside the Womb**, J. Madeleine Nash
3. **Treating the Tiniest Patients**, Claudia Kalb

Key Points to Consider

- Interview your mother about what she did or did not do in taking care of her health and nutrition while she was pregnant. Given the host of potential prenatal teratogens that may put a fetus at risk, if you were having a baby, what precautions would you take, if any? Since there are so many potential threats, do you think taking these extra precautions, such as refraining from eating canned tuna to having a glass of wine with dinner while pregnant, is excessive or warranted? If you had a baby in utero who was experiencing a life threatening condition, would you consent to experimental fetal surgery? Why or why not? Should fetal surgeries only involve life threatening conditions or be expanded to other less threatening conditions? Justify your answer.
- If you and your spouse were having difficulty conceiving a child, would you consider utilizing one of the growing numbers of infertility treatments? If so, which treatment might you choose and why? Like the article by the young woman student at Yale, would you ever consider contracting for another woman's egg that had very specific characteristics? If so, what characteristics would you want and how much would you be willing to pay? Conversely, would you ever consider donating an egg or sperm to another couple? Why or why not?
- Given the new technologies in sex selection, would you consider paying for these tests to choose the sex of your children? Do you agree with some other countries that sex selection of babies should be banned? Why or why not? Some countries, such as China and India are experiencing widespread sex selection, so much so that girl babies are being aborted or killed at birth. Ultimately this will result in a skewed, imbalanced adult population with many potentially negative societal implications. What suggestions do you have for changing culturally ingrained attitudes about the relative worth of boys versus girls?

Student Website

www.mhcls.com/online

Internet References

Further information regarding these websites may be found in this book's preface or online.

Babyworld

<http://www.babyworld.com>

Children's Nutrition Research Center (CNRC)

<http://www.bcm.tmc.edu/cnrc/>

Zero to Three: National Center for Infants, Toddlers, and Families

<http://www.zerotothree.org>

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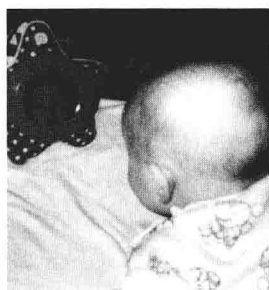
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1. **Brave New Babies**, Claudia Kalb, *Newsweek*, January 26, 2004
Advances in fertility technology are giving couples the power to choose the sex of their baby. Claudia Kalb discusses the *technology and ethics of "sex selection."* 3
2. **Inside the Womb**, J. Madeleine Nash, *Time*, November 11, 2002
The author gives a detailed description of development from *conception to birth* and what it means for the expectant mother. By examining the *link between mother and child*, the article emphasizes the *importance of prenatal care* to the growth of a healthy fetus. 6
3. **Treating the Tiniest Patients**, Claudia Kalb, *Newsweek*, June 9, 2003
Medical advances in surgical procedures for *in utero patients* are changing the way people view the earliest stages of life. Due to such improvements in science and medicine, unborn babies are now considered treatable patients, though there are *ethical complications* as to whether the benefits outweigh the costs. 11



UNIT 2 Cognition, Language, and Learning

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Part A. Early Cognition and Physical Development

4. **Crib Death: A Biobehavioral Phenomenon?**, Lewis P. Lipsitt, *Current Directions in Psychological Science*, October 2003
More babies die from *SIDS (Sudden Infant Death Syndrome)* in developed countries than from all other causes combined. Prominent psychological scientist Lipsitt describes *neurobehavior transitions* during the first year of life, especially between 2 and 5 months of age, that affect infants' vulnerability to SIDS. 16
5. **Memories From the Cradle**, Mark L. Howe, *Current Directions in Psychological Science*, April 2003
This leading scientist describes research on the *development of early memory* and explains how *memory is linked to emergence of a sense of self*. *Autobiographical memory* may not develop until a child creates a "*cognitive self*" around 18-24 months of age. 22
6. **Gender Bender**, Sadie F. Dingfelder, *APA Monitor on Psychology*, April 2004
The author describes recent research evidence on *the role of genes and prenatal hormones in gender identity and gender-related behaviors*. These findings help illuminate the interplay between *nature and nurture* in boys' and girls' behavior. 26

7. **Representation of Objects and Events: Why Do Infants Look So Smart and Toddlers Look So Dumb?**, Rachel Keen, *Current Directions in Psychological Science*, June 2003
Is it possible that *children regress in their knowledge* of the physical world? This question arose due to the recent and counterintuitive finding that 2- and 3-year-olds' *knowledge of continuity and solidity laws* was worse than infants' knowledge. Developmental scientists are trying to determine what causes such a surprising discrepancy. 28
8. **What Children Know About Mental Experiences**, John H. Flavell and Beverley M. Hartman, *Young Children*, March 2004
Flavell, one of the leading scholars of *cognitive development*, describes how children acquire a "*theory of mind*," an *understanding of other people's thoughts, attitudes, feelings, and intentions*. Suggestions are offered to help children develop such understanding. 32

Part B. Learning in School

9. **A Deeper Sense of Literacy**, Cynthia L. Schiebe, *American Behavioral Scientist*, September 2004
Children may be influenced by the images and messages within media, so *teaching media literacy in the primary grades* may help children develop *critical thinking and technological competence*. Schiebe describes her work with examples from *social studies and language arts* in the classroom. 38
10. **Parental School Involvement and Children's Academic Achievement**, Nancy E. Hill and Lorraine C. Taylor, *Current Directions in Psychological Science*, Vol. 13 2004
Collaborations between schools and families promote children's *academic performance*, and the authors describe research and policy recommendations on such healthy interaction. Involvement is considered in light of *socioeconomic, community, and cultural context as well as children's developmental levels*. 43
11. **Preschool: The Most Important Grade**, W. Steven Arnett and Jason T. Hustedt, *Educational Leadership*, April 2003
The *benefits of preschool education* have gained recent attention from parents, educational experts, and public policy makers. From a *reduction in special education placement to better jobs and a lower crime rate*, a quality preschool education is an increasingly valued commodity. The challenge remains, however, to make such programs available to all children. 48



UNIT 3 Social and Emotional Development

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Part A. The Child's Feelings: Emotional Development

12. **Emotional Intelligence: What the Research Says**, Casey D. Cobb and John D. Mayer, *Educational Leadership*, November 2000
Success in life may have more to do with how we understand ourselves and others, whether we have *empathy*, and how well we interact with others. This *emotional intelligence—EQ*—is more important than IQ, some say, and the authors present the debate on *whether EQ really exists, how it is measured, and whether it can be taught* in schools. 55

Part B. Entry Into the Social World: Peers, Play, and Popularity

13. **Friendship Quality and Social Development**, Thomas J. Berndt, *Current Directions in Psychological Science*, February 2002
Do childhood friendships dictate future success in the social world? Recent research suggests that they do. Interestingly, when examining *social development* in children, the *quality of a friendship* does not appear to be an indicator of how much friends influence each other. 60

14. **Loneliness and Peer Relations in Childhood**, Steven R. Asher and Julie A. Paquette, *Current Directions in Psychological Science*, June 2003
Some children are chronically lonely. Research shows this dimension of children's social development is ***linked to being rejected and victimized*** by peers. The authors discuss how loneliness is related to ***children's emotional maladjustment and school problems***. 64
15. **The Power of Make-Believe**, Sora Song, *Time*, February 14, 2005
Imaginary playmates are common in children's lives, and they seem to promote development by ***providing companionship*** and helping children use their ***imagination to resolve emotional issues and problem situations***. 68
16. **Gender and Group Process: A Developmental Perspective**, Eleanor E. Maccoby, *Current Directions in Psychological Science*, April 2002
This psychologist describes how much of ***children's gender socialization occurs within same-sex social groups***. Interestingly, many ***sex-related qualities and behaviors*** emerge within a group setting more than when children are alone. 70
17. **Girls Just Want to Be Mean**, Margaret Talbot, *New York Times.com*, February 24, 2002
This article describes girls' ***cliques***: Queen Bees, Alpha Girls, and the Really Mean Girls. Although boys are often viewed as the more aggressive sex because of their overt physical aggression. Research is discussed on ***verbal and interpersonal aggression that is more common in girls***. 74
18. **A Profile of Bullying at School**, Dan Olweus, *Educational Leadership*, March 2003
Bullying involves the repeated exposure to negative actions by one or more peers toward an individual. In the past two decades, a ***50 percent increase in the occurrence of bullying*** has been documented. Leading expert Dan Olweus outlines the typical process involved with bullying and gives supporting data for a ***prevention program*** that he has developed over the past 20 years. 82



UNIT 4

Parenting and Family Issues

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19. **The Case for Staying Home**, Claudia Wallis, *Time*, March 22, 2004
Many women struggle to ***balance the demands of work and family***. The author describes ***national trends and many case studies*** on the increasing numbers of ***mothers who choose to stay home rather than be employed***. 90
20. **Contemporary Research on Parenting: The Case for Nature and Nurture**, W. Andrew Collins, Eleanor E. Maccoby, Laurence Steinberg, E. Mavis Hetherington, and Marc H. Bornstein, *American Psychologist*, February 2000
This distinguished team of leading developmental psychologists summarizes research on parenting related to the ***interaction of nature and nurture, children's temperament, and the roles of peers and the neighborhood***. 94
21. **Stress and the Superdad**, Michele Orecklin, *Time*, August 23, 2004
Fathers, like mothers, struggle to ***balance the competing needs and pressures of work and family***. Orecklin provides data on ***fathers' values and behaviors*** and discusses how fathers balance work and home. 109
22. **Spanking Children: Evidence and Issues**, Alan E. Kazdin and Corina Benjet, *Current Directions in Psychological Science*, June 2003
Disciplinary measures, especially ***spanking***, have always generated controversy. Alan Kazdin and Corina Benjet discuss how spanking should be defined and offer three different views of spanking. This article describes research on spanking and the impact of such punishment on ***developmental processes***. 111

23. **A Nation of Wimps**, Hara Estroff Marano, *Psychology Today*, November/December 2004
Parents seem very protective and anxious in raising their children. Hara Marano examines how “**overparenting**” may create **anxiety and depression** in children, as parents seem afraid to cut the “eternal umbilical cord.” 115
24. **Why Our Kids Are Out of Control**, Jacob Azerrad and Paul Chance, *Psychology Today*, September/October 2001
Is it possible that our modes of discipline actually reinforce bad behaviors? American children are notorious for their aggressive behaviors. Jacob Azerrad and Paul Chance reason that it is due to the attention they receive when misbehaving. **Case studies** illustrate how bad behavior is reinforced through attention. 121
25. **Siblings’ Direct and Indirect Contributions to Child Development**, Gene H. Brody, *Current Directions in Psychological Science*, Vol. 13, 2004
The **role of siblings** in children’s development is often neglected due to the emphasis on parent-child relations. But Brody, a prominent scholar, describes research on **how siblings affect children’s thinking, language, and social behavior**. Brody also explores **parents’ differential treatment** of siblings as an important aspect of family life. 126
26. **The Environment of Childhood Poverty**, Gary W. Evans, *American Psychologist*, February/March 2004
Poverty is linked to many risk factors in childhood, **from family instability and violence to academic difficulties**. Poor children are also exposed to more **polluted environments** and **neighborhood crime**. The author describes research evidence on the unhealthy impact of poverty, especially the **cumulative effect of multiple environment risks**. 129



UNIT 5

Cultural and Societal Influences

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Part A. Social and Cultural Issues

27. **Kid Power**, Katy Kelly and Linda Kulman, *U.S. News & World Report*, September 13, 2004
Children are now powerful consumers in American economy. The authors explore how this **culture of childhood consumerism** affects children, the **development of values**, and **family conflict**. 146
28. **The Culture of Affluence: Psychological Costs of Material Wealth**, Suniya S. Luthar, *Child Development*, November/December 2003
Most people assume that only poor children are at-risk for developmental problems. The author describes ample evidence showing the **perils associated with wealth—including anxiety, depression, and substance abuse**. 150
29. **Parents or Pop Culture? Children’s Heroes and Role Models**, Kristin J. Anderson and Donna Cavallara, *Childhood Education*, Spring 2002
The media offer children countless **role models in TV, music, movies, and comic books**. Interesting differences emerged when **the authors surveyed African American, Asia American, Latino, and white children** on whether children admire people they know—parents, for example—or media figures. 162
30. **Forensic Developmental Psychology: Unveiling Four Common Misconceptions**, Maggie Bruck and Stephen Ceci, *Current Directions in Psychological Science*, Vol. 13 (6), 2004
In cases of **child sexual abuse**, children are often crucial witnesses and informants. Thus, research is necessary to determine if children are accurate **reporters of abuse** and whether **suggestive interviewing** misleads them. 171

31. How Many Fathers Are Best for a Child? , Meredith F. Small, <i>Discover</i> , April 2003 Through an anthropological study of the Bari tribe of Venezuela, the American concept of a normal family unit is challenged. Questions of culture and evolution are raised and lead to an intriguing question: Is one father enough?	176
32. The Medication Merry-Go-Round , Kathryn Brown, <i>Science</i> , March 14, 2003 Kathryn Brown explains that most drugs prescribed for children have not been tested in young children . Brown reviews commonly prescribed medications comparing risks to rewards , and she also addresses the importance of drug testing to see what really is safe for our young people.	179
Part B. Special Challenges	
33. Attention Deficit Hyperactivity Disorder in Very Young Children: Early Signs and Interventions , Rebecca R. Fewell and Barbara Deutscher, <i>Infants and Young Children</i> , January 2002 ADHD is the most common neuropsychiatric syndrome in children . Included in this article are tables outlining detection signs, medical treatment possibilities , and coping mechanisms , all to promote normal childhood development.	184
34. Where Living is Lethal , Geoffrey Cowley, <i>Newsweek</i> , September 22, 2003 In tragic circumstances around the world, millions of children die early in childhood . The causes include contaminated water, hunger, and easily-treatable diseases . International economic and political efforts are needed to remedy this horrible problem.	191
35. Children of the Fallen , Jerry Adler, <i>Newsweek</i> , March 21, 2005 More than 1,000 American children have lost a parent in the Iraq war . Adler describes how these families and children are emotionally coping with their losses. Psychologists discuss children's bereavement and therapy treatments.	193
36. When Does Autism Start? , Claudia Kalb, <i>Newsweek</i> , February 28, 2005 Interest in autism has exploded recently and the author captures much of the current activity on this disorder. Research on different kinds of autism spectrum disorders is described, as are different therapies and support groups for families that have children with autism.	196
37. Savior Parents , Elizabeth Weill, <i>Time</i> , May 2004 When children have genetic and chromosomal abnormalities , many parents must take extraordinary steps to help their children develop as normally as possible. Weill describes how several families have changed their own lives as well as formed organizations to help other families.	199
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